ACTIVATE

TOOLKIT OF PRACTICAL TOOLS FOR THE PROMOTION OF ONLINE COMMUNITY PARTICIPATION

PARTNERS

INTRODUCTION

The aim of this Toolkit is to **give professionals tools** so they can raise awareness among the people they work with (namely, people with functional diversity) and show the opportunities that digital and online tools can offer them to be active in their community, as well as to be able to have fulfilling leisure time and social relationships without any physical barriers.

The tools offered in the Toolkit were designed so that they help professionals to give that last push that **some people with disabilities** may need to become involved in their communities on their own.

The Toolkit was developed to include:
- **Practical tools and resources** to use with the people they work with, such as videos, good practices of successful active participation and dynamics to be carried out.
- **Methodological recommendations and instructions** so that professionals are able to adopt the materials in their dynamics with the target group, obtaining the best results from them.

Additionally, it is **structured** as follows:
- Preparation guidelines;
- Activities;
- Additional and useful resources;
- Action plans;
- Evaluation activities.

It is important to highlight that all the tools were organized and systemized, to be used in different situations and to work on specific topics/environment related to community participation and the areas covered in the training course.

GUIDANCE ON HOW TO SUPPORT PEOPLE WITH PHYSICAL DISABILITIES IN USING THE PLATFORM

1. IDENTIFY THE USER'S DISABILITIES (WHAT KIND OF MOBILITY HE/SHE HAS AND WHERE)

First of all, it is necessary to explain what the activity consists of and what it requires. From here, ask the user what needs he/she considers necessary to carry out this activity. It is important not to assume that a person may have a limitation just because we have observed the visual aspect of a limitation. In other words, that person, despite having a limitation, may be functional. Or, in fact, he or she may have other limitations that cannot be observed. For this reason, it is essential to adopt an open communication with respect, in order to be able to understand their situation.

2. ASSESS THE EXTENT TO WHICH THE USER NEEDS SUPPORT

In relation to what we have been able to identify in the previous point, we will therefore assess what kind of support, if any, they will need to carry out the proposed task.

In the case of people with disabilities, it is a very common mistake to fall into paternalism and not to provide autonomy. This is why it is important for the professional to be aware of this fact and to be guided by the indications given by the person with a disability.

An example of this would be the case of a person who has mobility in the arm and hand, so that they can move the touchpad and explore the platform without any problem, but do not press the touchpad button due to lack of strength in the hand or lack of sensitivity. In this case, we will give the person the freedom to explore at their own pace and we will provide support in the occasional case that they need to press the touchpad button. We should not overdo it or supply someone who does not need it.
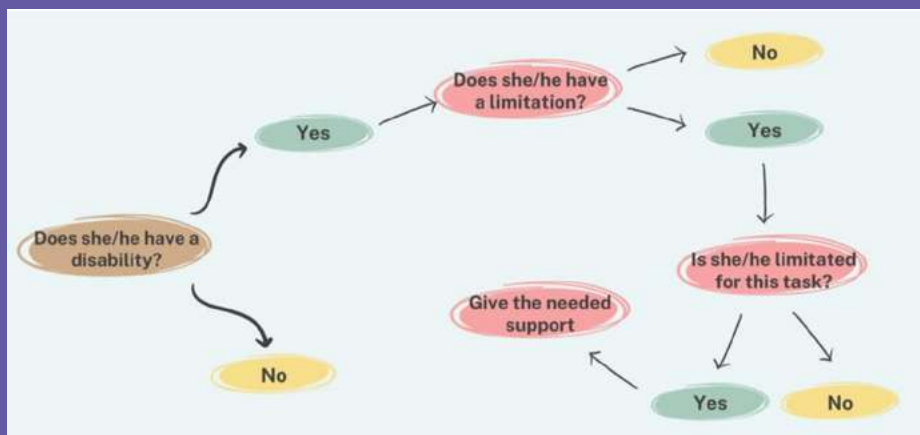
3. ANALYSE HOW WE CAN PROVIDE SUPPORT

To begin with, we would like to clarify that the use of support products is complementary, but not essential.

A simple example without the use of support products would be to analyse whether the person would find it easier to use the classic mouse or the touch pad instead.

Most probably, in the majority of situations we will not have support products and this will imply more intervention from the professionals, as the people in the target group will be able to participate, but in a less autonomous way.

4. RECOGNISE THE AUTONOMY OF THE USER

At this point, we know the needs of the person we are attending and we have agreed on how support will be offered. From this point onwards, the professional will carry out the specific task that the user is unable to carry out, but respecting the other aspects that the person can do.

A visual example: A person has reduced mobility on the right side of their body and is right-handed. In this case, the person cannot move their arm or hand. The professional who attends the person will be the one who moves the touchpad but following the steps and/or directions provided by the person with a disability. In this way, the person is assisted specifically in the task that he/she cannot carry out (moving the touchpad), but the abilities that he/she does have (decision-making) are respected.
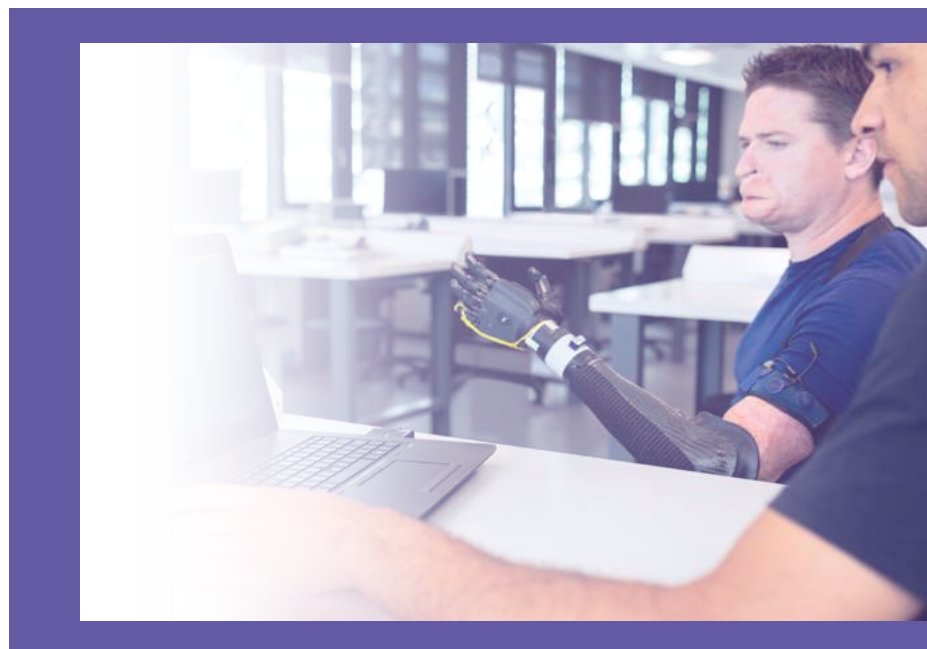
METHODOLOGICAL RECOMMENDATIONS FOR DIDACTIC WORK WITH THE TARGET GROUP

1. HOW TO ORGANIZE THE SESSION

Before implementing the activities, clearly define who the target population is. Pay attention to any specificities or barriers your participants may have.

Determine the expected duration and format of the activity, whether it will be live, online or a combination.

Make a list of the material you need and prepare it carefully.

Clearly define the objectives of the planned activities. Make them as concrete as possible. You can use the SMART method.

To make sure you take all these components into account, you can draw up a "workflow plan" before you start. This is an implementation planning document that should contain the following components:

- Title of the activity,
- Duration,
- Content,
- Learning objectives,
- Methods,
- Material.

When you plan your training, take time buffers into account. Participants may vary in terms of prior knowledge and active participation. It is always a good idea to have a spare activity or energiser if time permits. At the same time, anticipate which content can be shortened without affecting the quality of the session.

Plan some time at the start of the activity to get to know each other. This is a very important element for a successful implementation. Ask participants what they expect, you can also set internal objectives.

Always have additional materials (e.g. flipcharts for live sessions, virtual whiteboards for online) on hand in case participants need further explanations.

2. USEFUL DIDACTIC METHODS

A. ICEBREAKERS AND ENERGIZERS

Icebreakers are methods designed to warm up participants for conversation or other activities. The purpose of energisers is to raise energy levels during session when motivation seems to be dropping.

Example 1: **Object stories**

This activity is designed to be performed live. Select a few objects in the room and put them in a bag. They can be everyday items or something unusual. Invite participants to reach into the bag and pull out one object at a time. The first person to pull out an object starts to tell an imaginary story with that object. Then, after 20 seconds, the next person pulls out the next object and continues the story until everyone has had a turn to contribute to the story.

Example 2: **Mood cloud**

The activity can be carried out digitally, using tools such as Mentimeter or Jamboard. It is easy to implement. Participants are asked how they feel - each contributes anonymously about how they feel. This way, we will have already started the activity with a reflection. The facilitator can start and use a mood that is not completely basic (i.e. not just sad or happy) to encourage the participants to reflect as well.

Example 3: **Random counting**

The activity can be implemented live or digitally. The task is to count together, but not all at once. Someone starts and says one, and then they count consecutive numbers in random order. The task is to get to as high a number as possible and not to have two people say the same number at the same time. The participants must therefore take turns at random after counting. The task can be made more difficult by asking the participants to close their eyes.

B. DISCUSSION METHODS

Example 1: **1-2-4-ALL**

This method gradually increases the discussion on a topic. We give participants one question and ask them to think about the answer for one minute each. Then they discuss their answers in pairs. Then, two pairs get together in a group of four to debate the same topic. Then all the foursomes get together to form a whole group. Sub-questions can be added at each turn. The idea is to involve each person more actively in the topic than if the whole group debated from the beginning and some people became passive.

Example 2: **Traditional debate**

In a traditional debate, participants are divided into two groups. One argues "pro" and the other "contra" on a particular topic. There can be several rounds, e.g. first representative of each group presents their position, then they have a limited time to prepare counter-arguments, and present them. The debate should be moderated.

Example 3: **Voices in a circle**

Participants create groups of five people. Groups get 3 minutes of silence to think about a specific topic. Each member of the group has three minutes of uninterrupted opportunity to discuss the issue with other members of the group. After, other members can respond to the comments that have been made.

3. REFLECTION

Reflection is a very important part of the end of the activities. It is the facilitator's main task to allow participants to reflect on **what they have learned and how they felt about it.** It is valuable that the facilitator of the activity also reflects on the session.

Several approaches are possible. An interactive group technique can be used, and the reflection can be done through **discussion**. Participants can be given questionnaires to answer **anonymously.** Alternatively, one of the **digital tools** can be used (for example Mentimeter), where everyone anonymously gives their answers about the session and then they are reviewed and discussed together.

SECTION 1

TRAINING WITH PRACTICAL ACTIVITIES AND MATERIALS ON DIGITAL LITERACY

1.1 - PREPARATION

TIME:

Approx. 5 pedagogical hours and breaks. Trainers should adapt the timing according to the needs of the group.

LEARNERS:

People with disabilities wanting to know more about applying basic digital skills.

LEARNING OBJECTIVES::

Raising motivation for volunteering, developing proactive approach in searching for opportunities, understanding the benefits of basic digital literacy and empowering individuals by recognizing their strengths.

METHODOLOGY:

Energizer, group work activities, discussion, action plan and evaluation.

EQUIPMENT:

A4 papers, colour markers, pens, projector, computer(s) and internet access, bell/timer, materials from the resources **(1.2.2.Digital_Profile_Template, 1.2.4.Keys_of_Storytelling and 1.2.6.Reflection_activity)**

PREPARATION OF THE CLASSROOM:

When doing an activity in a virtual environment, choose the appropriate platforms for group work and handout designing (Zoom - offers breakout rooms for group work, Jamboard, Padlet...).

E-LEARNING PLATFORM MODULE:

E-learning platform module: Before the training session, it is recommended that learners go through the e-learning platform module 1 BASIC DIGITAL LITERACY FOR COMMUNITY PARTICIPATION, available here: **https://projectactivate.eu/training**

In case it is not possible for the learners to go to the e-learning platform in advance, they can go through the main contents during the training or the trainer can present the most important online platform contents to the learners during the training.

1.2.1 - ICEBREAKER

The aim of this activity is to motivate learners and get them thinking about the topic by asking a more general and personal question.

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
10 minutes (the time might vary depending on the number of learners)	**ICEBREAKER: "Basic Digital Skills. To introduce the concept of virtual opportunities and their benefits"** 1. Start by discussing the benefits of digital skills, such as the flexibility it offers and the ability to contribute from home. 2. Then, **research virtual opportunities for participation** online and discuss **as a group which opportunities align with their interests and skills.** Participants will learn how to research virtual opportunities, as well as understand the benefits of basic digital skills.
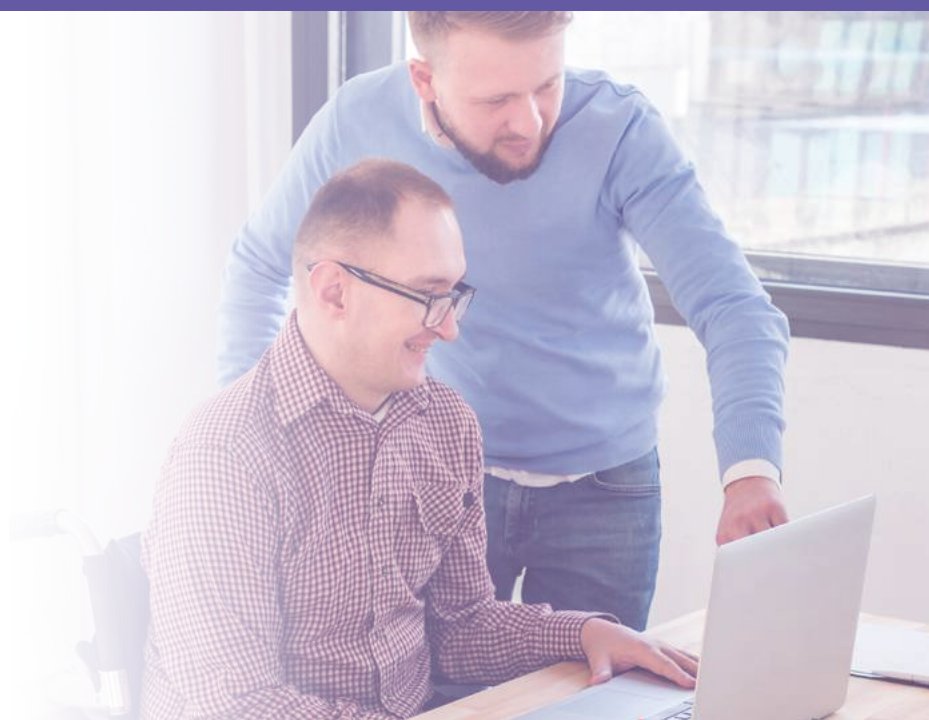
1.2.2 - CREATING A DIGITAL PROFILE

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
15 minutes	**THE IMPORTANCE OF A DIGITAL PROFILE** 1. Start by presenting **the importance of having a digital profile** and what should be included in it. You will find several tips in the section named I like it! Finally, have participants share their profiles with the group and discuss what they learned. *Participants will learn how to create a volunteer profile and understand the importance of having one.*
45 minutes	**CREATING A PROFILE** 2. Then, **let participants create their own digital profile** using the **template 1.2.2 provided.** They can edit colours, images, font type, as well as add their own information. It can be used for volunteering, job searching, getting involved in programs, etc.
30 minutes	**SHARING THE RESULTS** 3. Finally, participants will share their profiles with the group and discuss what they learned. **Digital hint: Trainer can upload the template on Drive for each group, so every member of the group can edit it.* 4. After showing their profiles, learners can choose the one they like more and the winner can be shared on the social media profiles.

1.2.3 - DIGITAL SECURITY & HEALTH AWARENESS

Related to the section Keeping digital health and safety, the objective of this group activity is to increase awareness and understanding of digital security and health risks associated with the virtual world and how to mitigate them.

Learning Objectives:

- Understand the potential digital security and health risks associated with the digital environment
- Develop strategies to mitigate these risks and protect personal information.
- Gain a deeper understanding of the importance of digital security and health.

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
5 minutes	**TWO SCENARIOS** In this group activity, participants will work together to **identify potential digital security and health risks associated with the online world and ways to mitigate these risks.** 1. You will divide the people into two groups and there will be **two different scenarios.** • Creating a social media campaign for a local charity • Coordinating a food drive through email
20 minutes	**GROUP DISCUSSION** 2. By providing hypothetical scenarios, participants will have the opportunity to apply their knowledge of digital security and health to real-world situations. Through group discussion and feedback, participants can learn from one another and develop a deeper understanding of the importance of digital security and health in volunteering. 3. Each group will **identify potential digital security and health risks associated with the scenario and brainstorm ways to mitigate these risks.**
20 minutes	**TIME FOR SOLUTIONS!** 4. Each group will **present their scenario and their findings to the larger group for feedback and discussion.**

1.2.4 - DIGITAL STORYTELLING

In this group activity, participants will work together to create a compellindigital story to apply for a volunteering opportunity. By developing digital storytelling skills, participants can create engaging content that attracts potential recruiters. Through group feedback and discussion, participants can refine their digital stories and learn from one another's experiences.

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
5 minutes	**HOW TO APPLY TO A DIGITAL OPPORTUNITY** 1. Divide participants into small groups. In this group activity, participants will work together to create a compelling digital story to apply to an association/job/volunteer opportunity.
*30 minutes	**CREATING A DIGITAL STORY** 2. Each group will create a digital story (using video, audio, or images) that promotes their previously selected opportunity. 3. Participants can find a template with the 4 keys of storytelling in **document 1.2.4.** It is recommended to check Module 1 on the platform in order to know about the impact of social media.
20 minutes	**DISCUSSION AND CONSULTATION WITH OTHERS** 4. Each group will present its digital story to the larger group for feedback and discussion. By sharing the digital story with others, they will reflect on the effectiveness of the digital story and identify areas for improvement.

1.2.5 - ACTION PLAN

An action plan is a written document that outlines the goals, objectives, and strategies for a virtual project or initiative. The plan typically includes details such as the project's purpose, target audience, timeline, resources needed, and specific tasks to be completed.

Creating an action plan fro a virtual project can help to ensure that their effort is well-organized, efficient, and effective. It can also help to identify potential challenges or obstacles, as well as ways to address them. Overall, an action plan provides a roadmap for their tasks and can be a useful tool for volunteers, project leaders, and stakeholders.

In this activity, participants will create an action plan that incorporates the knowledge they have gained throughout the document. By incorporating digital skills, health and safety considerations, and social media strategies into their plan, participants can ensure that they are working effectively, efficiently, and safely.

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
10 minutes	**WHAT HAVE WE LEARNED?** 1. Review the information provided on digital skills, health and safety considerations, and social media strategies for volunteering. 2. Work individually or in small groups to create a plan or action for a virtual project that incorporates these elements.
30 minutes	**CREATING THE VOLUNTEER PLAN/ACTION** 1. Apply digital skills to planning and implementation. 2. Incorporate health and safety considerations into planning and implementation. 3. Develop social media strategies for opportunity outreach and promotion. 4. Create a comprehensive action plan that incorporates these elements.

1.2.6 - REFLECTION

The aim of this activity is that the learners to look back at all the work they have done and provide feedback on achieving specific learning outcomes in an interactive way. The template to use for this reflection is **1.2.6.Reflection_activity.**

TIME	DESCRIPTION OF EACH PART OF THE ACTIVITY
30 minutes	The document is divided into five sections and each part represents topic learners are providing feedback on. The topics are: **1. Self-awareness:** • What did you learn about yourself throughout these activities? How did you feel about your participation in these activities? • Did you encounter any challenges during the activities? How did you overcome them? **2. Learning:** • What specific knowledge or skills did you gain from these activities? • Were there any concepts or topics that were particularly difficult to understand? How did you address those challenges? • Are there any areas where you feel you need more development or further exploration? **3. Application:** • How can you apply what you learned in these activities to your future digital skills? • How might the skills and knowledge you gained be relevant to your future career aspirations? • How might you incorporate what you learned into your personal life? **4. Feedback and improvement:** • What feedback do you have on the activities you completed? • What would you do differently if you were to repeat these activities? • How can you use the feedback you received to improve your future performance? **5. Participate in a cause that is important to me** 1. Bearing in mind the answer to these questions, the student will evaluate each section from 1 to 3, with 1 being the worst mark and 3 being the best. 2. Students will give a star to the section they liked the most or the one that stands out the most. 3. After everyone completes it there can be a discussion about it. If the learners want to speak up they can.

ASSETS FOR THE EXECUTION OF THE SECTION

SECTION 1

The resources are available for download so that the teacher and students can print the activities and follow the instructions to complete the assignments.

Digital profile

PERSONAL PROFILE

Who you are; name, age, life goal, interests, etc.

SKILLS & STRENGHTS

This section is a good opportunity to present yourself a bit better, and take note of any strengths that you could use to help grow the organization.

PREVIOUS EXPERIENCE

Previous experiences you may have.

MOTIVATION

It's important you find out what is your motivation

EXPECTATIONS

What you expect from the organisation you are applying to.
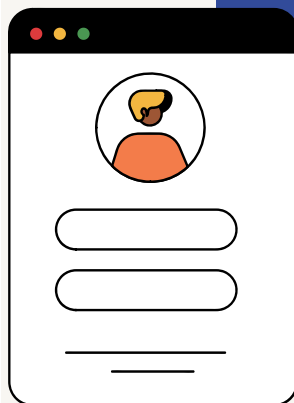
CONCLUDING REMARK

Final message to show commitment and leave a good taste in the mouth.

ACTIVATE project

(Click the image to open and download the PDF of the document)

4 keys of
Storytelling

01
message

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motivation

persuasion

curiosity

02
conflict

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challenge

duality

improvement

03
characters

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empathy

connection

emotion

04
plot

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content

structure

narrative

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Self-Reflection activity

	1	2	3	★	
	☐	☐	☐	☐	Self-Awareness
	☐	☐	☐	☐	Learning
	☐	☐	☐	☐	Application
	☐	☐	☐	☐	Feedback and improvement
	☐	☐	☐	☐	Participate in a cause that is important to me

%

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